

**Unit Plan for Teaching Beowulf and Arthurian Legends,
With an Emphasis on Writing**

An Honors Thesis (HONRS 499)

by

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ABSTRACT

The following unit plan is for the teaching of Beowulf and the Arthurian legends with an emphasis on writing for high school students. The unit plan is divided into three sections which are designed to correlate with one another, but each one can stand alone as a separate unit. This unit plan is flexible while it covers vital elements of the English classroom: the study of classical literature, reading, writing, and revising into concise and detailed lessons. Most of the lessons involve writing assignments that teach students to critically analyze and apply knowledge in an organized manner.

**Unit Plan for Teaching Beowulf and Arthurian Legends,
With an Emphasis on Writing**

For the last few decades, we have tried many different and innovative ways to instruct all subject areas in the American schools. A 1975 article published in Newsweek titled, "Why Johnny Can't Write," sparked an unprecedented shock to Americans learning that:

If your children are attending college, the chances are that when they graduate they will be unable to write ordinary, expository English with any degree of structure and lucidity. If they are in high school and planning to attend college, the chances are less than even that they will be able to write English at the minimal college level when they get there. If they are not planning to attend college, their skills in writing English may not even qualify them for secretarial or clerical work. (58)

The article continues in putting much of the blame on English teachers of the 1960s who put too much emphasis on creativity and not organization. Since the publishing of this article, the pendulum of education has swung in the direction of putting writing in the English classrooms as one of the highest priorities only next to reading instruction (Rief 122). In conjunction with the renewed emphasis on writing, an interest in teaching students to think critically and analyze through their writing is predominant. The authors of Language and Reflection insist that "English teachers should teach strategies,

not mere facts...We have to create activities that foster higher-order thinking" (Gere 76).

As a new teacher of English in America, I have felt and do see the great need of writing instruction in students of all ages. I believe that clear and concise writing skills developed while in school are some of the most important rewards that students can take with them into the "real world". An inevitable problem in the schools today is the lack of time available for classroom instruction. We are simply not allotted enough classroom time to spend large amounts of it in separate areas of language arts such as writing, grammar, and literature. This situation of limited time to cover numerous important areas actually is not the dilemma that it appears to be. It has been shown repeatedly that isolated instruction of grammar and vocabulary not in conjunction with reading material is not correlated with improved writing skills (Gere 16). Literature, grammar, and writing instruction need to be integrated within the English classroom not only to save time but also to help the students learn to read and write well by seeing the relationships between the two. As is stated in Language and Reflection, "literature nearly always serves as the springboard for writing" (96).

It is through the reasoning that literature, writing, and grammar should be taught simultaneously that I have developed and written the following thesis. Going a step further, the literature I have chosen, Beowulf and Arthurian Legends, are considered ancient and classical literature, and are sometimes

difficult to teach because many students are unfamiliar with the style of writing. I have taken key passages and tales from the two works and written teaching unit plans which emphasize writing in response to the literature read. The writing assignments are devised to spark interest in certain points of the literature and to make the literature "real" to the students. All of the assignments are based on the original works, so that any textbook version of the literature will be sufficient for instruction. After the two individual unit plans, a writing workshop unit follows, emphasizing in-class writing, revisions, peer evaluations, and more revisions to compose a finished product. This concept was introduced by Nancie Atwell in the book, In the Middle, but I have modified it with ideas and strategies that I have learned in my education classes at Ball State University. I follow the philosophy that nothing is written perfectly the first time it is written; the unit plan reflects this idea.

The three sections of the unit plan are designed to correlate with one another, but each one can stand alone as separate units. It can be taught together, or broken up into different sections throughout the year. The lessons are not broken down into days, so that they can easily be adjusted to the needs of the classroom. It may take one class a week to finish a lesson, while it may take another class only a day. The lessons therefore are written as separate mini-units for this very reason. The overall unit covers silent reading, oral reading, listening, group work, interpretation, applied

questions, and much writing and revising.

This high school teaching unit plan is highly flexible in many respects while it covers vital elements of the English classroom: the study of classical literature, reading, writing, and revising into concise and detailed lessons. Most of the lessons involve writing assignments that teach students to critically analyze and apply knowledge in an organized manner. This type of instruction will hopefully solve the problem of many students not knowing how to write and think critically. My goal as an educator is to turn the negative headlines into ones that read, "Johnny Can Write." I want every one of my students to feel like that he or she learned to read, write, and think critically through literature. Insurmountable feats can be accomplished if every high school graduate entered the "real world" with this attitude and knowledge.

BEOWULF

LESSON ONE

TOPIC OF THE LESSON: Introduction to the unit on Beowulf

CONCEPT TO BE DEVELOPED: Beowulf is the most important epic in the English language and contains many important literary characters and themes.

BEHAVIORAL OBJECTIVES: The students will comprehend the importance of Beowulf to the English language and develop a background knowledge of the characters and setting in order to comprehend the reading of the text.

MATERIALS: List of facts to be presented orally, worksheet on "Key Terms in Understanding Beowulf"

OUTLINE OF CONTENT:

1. As a class, brainstorm aloud all of the characters in history (real or fictitious) that the students would consider "heroes". Write their responses on the chalkboard.
2. Write the name, Beowulf, on the chalkboard and tell the class that you are beginning a unit over Beowulf.
3. Either read aloud or present in a worksheet form to the class the list of facts about Beowulf.
4. Distribute a copy of the "Key Terms in Understanding Beowulf" to each member of the class. Read over each term and character

carefully pronouncing each one. This would also be a time to add any more information about certain characters or events that you feel are important to the story.

5. If time allows, have the students arrange themselves into discussion groups (or use another method if desired) for use later in the unit.

LIST OF FACTS AND INFORMATION OVER BEOWULF

***The author of Beowulf is considered the Beowulf poet or the Pearl Poet (Swanton I).

***"It is generally agreed that the poet who put the old materials into their present form was a Christian, and that his poem reflects a Christian tradition: the conversion of the Germanic settlers in England had largely been completed during the centuries preceding the one in which the poet wrote" (Abrams 19).

***Beowulf is the oldest piece of literature of any substance not only in England but in all of Europe (Swanton I).

***The earliest possible date for the poem would be the year 521. It was an oral version originally considering the Anglo-Saxons were not able to write it down at that time (Irving 5).

***"While the poem itself is English in language and origin, it deals not with native Englishmen, but with their Germanic forebears, especially with two south Scandinavian tribes, the Danes and the Geats" (Abrams 19).

***"In the contemporary Christian society of the poet one witnesses the triumph of the 'right' ideology over the 'wrong' through the conversion of Britain or the word from paganism to Christianity" (Williams 98).

KEY TERMS IN UNDERSTANDING BEOWULF

BEOWULF-the protagonist of the Beowulf legends. He eventually becomes the king of the Geats.

GEATS and DANES-two southern Scandanavian tribes.

HYGELAC-king of the Geats when Beowulf is a young man and Beowulf's uncle.

HYGD-queen of the Geats and Beowulf's aunt.

HROTHGAR-king of the Danes.

WEALTHEOW-queen of the Danes.

GRENDEL-the monster that is the nemesis of Beowulf and the other characters. Grendel's mother also plays a part in the legend. Grendel is said to be a descendent of Cain.

HEOROT-The mead hall built by Hrothgar.

MEAD-a type of honey-based drink.

BRECA-the man whom Beowulf beats in a swimming match.

WIGLAF-helps Beowulf kill the dragon.

SCOP-a person who recites poems while playing a musical instrument.

ECGTHEOW-Beowulf's father.

UNFERTH-the Danish warrior who is jealous of Beowulf

BEOWULF

LESSON TWO

TOPIC OF THE LESSON: Reading of "The Hall Heorot is Attacked by Grendel" and writing assignment over descriptions of Grendel

CONCEPT TO BE DEVELOPED: The Beowulf Poet's desire for listeners or readers to perceive the monster, Grendel, is written in a realistic fashion.

BEHAVIORAL OBJECTIVES: The students will comprehend that Beowulf was written in order to produce vivid images of a magical and mystical place.

MATERIALS: Student copies of Beowulf, reading questions, writing assignment.

OUTLINE OF CONTENT:

1. Have the students arrange their desks in a large circle so that they are facing one another, or if possible have all students sit around you in the floor. This will be conducive to the story-telling environment.

2. Distribute to the class, or have them turn to it in their books, "The Hall Heorot is Attacked by Grendel," for students who wish to follow along as you read.

3. Explain to the students that as the scop in eighth century would have told the story orally, for lack of literate

people, you will begin the epic in a similar fashion.

4. Read the entire section aloud to the class.

5. Have the students organize themselves into their groups and work together as a group to answer the reading and study questions over the first section. The students can discuss the questions within their groups, but each student must hand in their own copy with answers.

6. After the groups are finished, have students to arrange their desks so that they may write quietly alone.

7. Distribute the writing assignment over Grendel. Read over the directions, and give the students a due date. Try to have at least part of the writing assignment in class so that you may help any people with problems.

NAME _____ DATE _____

READING QUESTIONS OVER "The Hall Heorot is Attacked by Grendel"

12 POINTS

1. Who is the king of the Danes?
2. Why did he build the mead-building for his soldiers?
3. What is the name of the mead-building or mead-hall?
4. Whose "grim spirit" lurks in the mead-hall?
5. In your own words, describe Grendel. (2 points)
6. Who is Grendel's ancestor? What impact does this have on the reader's opinion of him? Why? (3 points)
7. What specifically does Grendel do to the Danes in the mead-hall?
8. When does Grendel generally visit Heorot?
9. Why does Grendel not "approach the throne"?

NAME _____ DATE _____

GRENDDEL: WHAT DOES HE LOOK LIKE?

35 POINTS

After reading "The Hall Heorot is Attacked by Grendel," you have a mental image of the monster, Grendel. Write how you personally imagine that Grendel looks. You will have to have some evidence in the story to back up your responses, but you must use your own words. Be creative and add to what is given to you in the text. What does he look like? For each characteristic below, you must write at least three complete sentences describing that particular characteristic. You may receive up to five points per characteristic.

CHARACTERISTICS

SKIN: (Color, Texture, Patterns, etc.)

EYES:

MOUTH:

CLAWS:

HAIR:

SMELL:

A CHARACTERISTIC OF YOUR OWN _____:

BEOWULF

LESSON THREE

TOPIC OF THE LESSON: Reading of "The Coming of Beowulf to Heorot" and discussion of the contrasting Christian and pagan elements

CONCEPT TO BE DEVELOPED: There are many contrasting elements between Christianity and paganism in the poem.

BEHAVIORAL OBJECTIVES: The students will think critically and be able to cite specific examples of contrasting elements which is typical in epics.

MATERIALS: Student copies of Beowulf, reading questions, writing assignment

OUTLINE OF CONTENT:

1. Have the students organize themselves into their groups, and distribute reading questions to each student.
2. Have each group elect one or two readers to read the section, "The Coming of Beowulf to Heorot," aloud to the rest of the group. The other members of the group should follow along on their own copy.
3. After the reading is complete, the students can discuss the questions within their group and write their own answers on their hand-outs.

4. Call the attention to the front of the room, discuss the reading questions, and have each group tell at least two Christian or pagan elements noticeable in the story. Write the students' ideas on the board. Discuss any other ones that were not mentioned.

5. Distribute the writing assignment of comparing contrasting elements in Beowulf to contrasting elements in today's world. Give the students a due date.

NAME _____ DATE _____

READING QUESTIONS OVER "The Coming of Beowulf to Heorot"

16 POINTS

1. Why does Hygelac, the king of the Geats, send men to the land of the Danes?
2. How many men does he send?
3. How do they travel (What mode of transportation)?
4. Who is the "star" Geat that is sent?
5. About what does the guard who watches over the sea-cliffs ask the men?
6. Why is he so astonished by them?
7. How does Beowulf respond?
8. Describe the appearances of the Geats.
9. Describe more specifically the appearance of Beowulf.
10. How does Hrothgar know of Beowulf?
11. Why are the Geats allowed to enter the kingdom? (What information do they give to the Danes?)
12. Who is Wulfgar?

13. Name at least one incident of Christian beliefs in this section. (2 points)

14. Name at least one incident of pagan beliefs in this section. (2 points)

NAME _____ DATE _____

CONTRASTING ELEMENTS

50 POINTS

As we discussed in class, there are many contrasting Christian and pagan elements in Beowulf. In our world today, there exists contrasting elements, too. An example of contrasting elements is a country, like the United States, striving for equality between men and women, while another country, such as Saudi Arabia, considering men superior to women in every way. There are hundreds of examples in our world and in our daily lives. Write about contrasting elements that you notice in your life or in the lives of others. Write at least one paragraph for each side and then at least one paragraph describing how and why they contrast. You will be graded on content only as long as the sentences are complete.

BEOWULF

LESSON FOUR

TOPIC OF THE LESSON: Reading of "The Feast at Heorot" and discussion and writing dealing with mood, foreshadowing, and the element of jealousy

CONCEPTS TO BE DEVELOPED: Through certain descriptions, writers can set moods in their works which can contribute to foreshadowing. Jealousy of the hero is a common element in epics.

BEHAVIORAL OBJECTIVES: The students will be able to identify a certain mood, foreshadowing, and elements of jealousy in the poem.

MATERIALS: Student copies of Beowulf, reading questions, writing assignment

OUTLINE OF CONTENT:

1. Have the students read "The Feast at Heorot" silently in class. Give ample time for all students to complete the reading. Be sure to read along with them to model good reading habits.
2. Tell the students that they may work on their reading questions if they complete the reading early.
3. After all of the students are finished, have the

students to arrange their desks in a large circle. Discuss each question, trying to get input from each student.

4. Discuss the festive mood at the beginning and end of the section, and have the students pick out descriptions that help enhance that mood.

5. Also discuss how that mood causes foreshadowing of what was to happen that night. Have students make guesses of what might happen and tell how they came up with that answer.

6. Discuss the element of jealousy portrayed in the story about Brecca. What does this episode do for the story?

7. Have the students move their desks back to the original positions, and distribute a copy of the writing assignment to each student. Give the students a due date.

NAME _____ DATE _____

READING QUESTIONS OVER "The Feast at Heorot"

10 POINTS

1. What is the mood in the first paragraph?
2. Give a one to two sentence summary of Unferth's feelings of Beowulf. (2 points)
3. Who is Breca, and why is he important to the story?
(2 points)
4. What does Wealtheow do at the feast?
5. What promise does Beowulf make at the feast?
6. What does Hrothgar say to Beowulf before he retreats for the night?
7. Who is expected to visit that night?
8. Does the mood in the first paragraph change by the end of this section?

NAME _____

DATE _____

JEALOUSY

50 POINTS

In at least three paragraphs, write the definition of jealousy in your own words, describe an incident when you were jealous of another person, and then relate it to a character in Beowulf being jealous of Beowulf. You will be graded on the following areas which are worth ten points each: organization, the definition of jealousy, a personal incident, a relationship to Beowulf, and grammar.

BEOWULF

LESSON FIVE

TOPIC OF THE LESSON: Reading of "The Fight with Grendel" and writing assignment dealing with point of view

CONCEPTS TO BE DEVELOPED: The fight scene with Grendel demonstrates Beowulf's strength and agility. A story can take on new meaning with a different point of view.

BEHAVIORAL OBJECTIVES: The students will recognize Beowulf's heroic qualities and notice the detailed descriptions in the poem. The students will be able to re-write the fight scene with a different point of view.

MATERIALS: Student copies of Beowulf, reading questions, writing assignment

OUTLINE OF CONTENT:

1. As in Lesson One, have the students arrange their desks in a large circle for an oral reading, or have them sit on the floor around you.

2. Read "The Fight with Grendel" aloud with much animation and inflection in your voice to make the fight scene seem more realistic to the students. You may even want to dim the lights for added effect.

3. After the reading, have the students return to their

own seats, and do the reading questions silently. These questions involve more writing than the other questions, so you may have to allow more time.

4. After the students have completed the questions, have a group discussion, going over each question and several possible answers.

5. Explain that Beowulf is written in the third-person narrative form. Explain the definition of the first-person point of view.

6. Distribute the writing assignment dealing with point of view. Give the students a due date. Circulate throughout the room for assistance to the students.

NAME _____ DATE _____

READING QUESTIONS OVER "The Fight with Grendel"

18 POINTS

1. What is meant by Grendel "wearing God's anger"? (2 points)
2. From where does Grendel emerge?
3. What does Grendel do when he enters Heorot? (2 points)
4. True or False: No man is killed because Beowulf protects all men.
5. Describe in a paragraph of at least five sentences a summary of the fight. (5 points)
6. Quote the most descriptive sentence in this section, and justify it. (2 points)
7. What trophy is left after the fight? Where is it displayed? (2 points)

8. List three reasons of how this episode shows Beowulf's qualities of being a hero. (3 points)

NAME _____

DATE _____

POINT OF VIEW

80 POINTS

In the reading and study questions, you wrote a paragraph summary of the fight between Beowulf and Grendel. The text of the fight is written in the third-person narrative form. Your job is to re-write the fight scene in the first-person narrative form, taking the position of Grendel. The writing should be from three to six paragraphs. You should have one to two paragraphs on how Grendel feels before the fight, one to two during the fight, and one to two after the fight. Remember you are writing this as though you are Grendel, so use the pronoun, I. Good luck, and be creative!

BEOWULF

LESSON SIX

TOPIC OF THE LESSON: Reading of "Beowulf Attacks Grendel's Mother" and group activity of ranking characters

CONCEPTS TO BE DEVELOPED: Different scenes and characters within a story serve different purposes and may have several meanings.

BEHAVIORAL OBJECTIVES: The students will be able to compare and contrast two similar scenes and evaluate the importance of characters.

MATERIALS: Student copies of Beowulf, reading questions, group activity worksheet for each student

OUTLINE OF CONTENT:

1. Have the students arrange themselves in their groups, and assign them to read "Beowulf Attacks Grendel's Mother." Each student should have an opportunity to read aloud.

2. Distribute the reading questions to each student, and allow the group to work together in order to arrive at answers. Each student is responsible for his/her own worksheet and answers.

3. Have a class discussion over the reading questions.

4. Distribute a copy of the group activity worksheet to each student, and read over the directions carefully to the

class. After announcing a due date, allow the students to work in their groups to complete the assignment.

NAME _____ DATE _____

READING QUESTIONS OVER "Beowulf Attacks Grendel's Mother"

22 POINTS

1. What does Beowulf say to Hrothgar upon leaving on his adventure?
2. What mode of transportation does Beowulf use?
3. What happens to Beowulf immediately after he leaves?
4. Why does he throw away his sword?
5. How does he kill Grendel's mother? (2 points)
6. Explain the motive of revenge that Beowulf feels? (3 points)

Do you feel that he is justified in feeling this way? Why?
(2 points)

7. Whose head do they look at while they feast?

8. Compare and contrast this fight scene with the fight scene with Grendel in at least two paragraphs. (10 points)

GROP MEMBERS _____

DATE _____

WHO IS THE MOST IMPORTANT PERSON?

100 POINTS

Characters within a story have various roles and responsibilities. Some characters are vital to a story line or plot, while others may just enhance it. Within your group, decide why each character is important to the epic poem, Beowulf, and write what he/she does for the story. Then you must come to a group consensus of a ranking of the characters from one to nine , the most important to the least important. In the first section, you must write at least two sentences describing what the character does for the story. In the second section, you must write at least one sentence describing why you ranked the particular character in that position. You only have to turn in one sheet per group, so be sure that everyone's name is on it. You may receive up to five points per character and ten points for group participaiton.

PART ONE--What does he/she do for the story?

1. HYGELAC

2. HYGD

3. BEOWULF

4. HROTHGAR

5. BRECA

6. GRENDEL

7. GRENDEL'S MOTHER

8. UNFERTH

9. WEALTHEOW

— **PART TWO**--Rank each character from one to nine in order of importance, and then justify your ranking.

1.

2.

3.

4.

— 5.

6.

7.

8.

— 9.

STUDENT'S NAME _____

ASSESSMENT TALLY FOR BEOWULF UNIT

ASSIGNMENT	POINTS
1. "The Hall Heorot is Attacked by Grendel"	_____/12
2. Grendel: What Does He Look Like?	_____/35
3. "The Coming of Beowulf to Heorot"	_____/16
4. Contrasting Elements	_____/50
5. "The Feast at Heorot"	_____/10
6. Jealousy	_____/50
7. "The Fight with Grendel"	_____/18
8. Point of View	_____/80
9. "Beowulf Attacks Grendel's Mother"	_____/22
10. Who is the Most Important?	_____/100

TOTAL POINTS EARNED: _____ / 393 POSSIBLE POINTS

_____ UNIT PERCENTAGE

_____ LETTER GRADE

ARTHURIAN LEGENDS

LESSON ONE

TOPIC OF THE LESSON: Introduction to Arthurian Legends

CONCEPT TO BE DEVELOPED: The Arthurian legends reflect the time period of King Arthur and the idea of chivalry.

BEHAVIORAL OBJECTIVES: The students will understand who King Arthur and his family members are and have a general idea of the concept of chivalry.

MATERIALS: Worksheet of names and descriptions, chivalry transparency, and the movie, Excalibur, which can be rented from local video store.

OUTLINE OF CONTENT:

1. Tell the class that the next week will be spent on a unit dealing with the literature of the Arthurian legends, and distribute assessment sheets.
2. Put the transparency of the definition of chivalry on the over-head projector, and read the definition of chivalry to the class.
3. Tell the students to be sure to note any elements of chivalry during the next week's class activities.
4. Play the first 12 minutes of Excalibur, a fighting scene with many knights on horseback.
5. During the movie point out the attire of the knights,

(armor, swords, shields) and the brutal fighting which is an example of chivalry.

6. After the movie, distribute the worksheet with character names and definitions.
7. While discussing the sheet of characters, read each character and description. Note the relationships between the characters.
8. Give the homework assignment of reading "The Marriage of Arthur" and allow the students to read silently if time allows.

KEY TERMS IN UNDERSTANDING ARTHURIAN LEGENDS

MERLIN-the advisor and magician for Uther Pendragon and Arthur.

UTHER PENDRAGON-the father of Arthur and former king.

IGRAYNE-the mother of Arthur, wife of Uther Pendragon, former wife of Gorlois.

MORGAN LE FAY-the youngest daughter of Gorlois and Igrayne, and the half sister of Arthur. She is evil and jealous of Arthur.

ARTHUR-son of Igrayne and Uther Pendragon. Merlin took him away from them as part of the deal.

SIR HECTOR-the adopted father of Arthur.

SIR KAY-the real son of Sir Hector.

GUINEVERE-wife of King Arthur.

MORGAUSE-sister of Morgan and mother of Modred.

MORDRED-child conceived by Arthur and Morgause.

ARTHURIAN LEGENDS

LESSON TWO

TOPIC OF THE LESSON: The short story, "The Marriage of Arthur"

CONCEPT TO BE DEVELOPED: The short story, "The Marriage of Arthur," is a tale not only of how King Arthur decided to marry but also of chivalry, the role of women in the Middle Ages, and the tale of the Round Table.

BEHAVIORAL OBJECTIVES: The students will be able to understand the short story and note the various aspects of information concerning chivalry, the role of women in the Middle Ages, and the tale of the Round Table.

MATERIALS: Copy of "The Marriage of Arthur" for each student, probing questions to be answered as a class, topic for writing assignment.

OUTLINE OF CONTENT:

1. As a class sitting in a large circle, quickly go through the main ideas in the short story. (How and why Arthur decided to marry Guinevere.)
2. Discuss each of the questions on the question list concerning other elements found in the legend.
3. Return desks to original tables, assign writing assignment, and give the rest of class time to work on the writing assignment.

QUESTIONS FOR CLASS DISCUSSION ON "THE MARRIAGE OF ARTHUR"

1. Why does Arthur value Guinevere above other women?
2. What is King Leodegrance's response to Arthur's request to marry his daughter?
3. What else occurs on the day Arthur weds Guinevere?
4. To what does King Arthur swear his knights?
5. Explain the significance of Leodegrance's gift to Arthur?
6. What characteristics of the Round Table are given?
7. The King Arthur legends tell of a time in the early history of England when a belief in magic was supplanted by Christianity. What elements do you find of both magic and religion in this legend?
8. What does the decision made to marry King Arthur and Guinevere say about the role of women in this era?

NAME _____ DATE _____

MARRIAGE CUSTOMS

50 POINTS

King Leodegrance gave Arthur the Round Table upon agreeing that Arthur would marry his daughter. How does this compare with customs today when two people marry? Do you think that the changes reflect a better society? Why or why not? Please write at least one paragraph on the comparison of the two customs and at least one describing your opinions. Be sure to also include an introduction and conclusion.

ARTHURIAN LEGENDS

LESSON THREE

TOPIC OF THE LESSON: Chivalry Poster assignment

CONCEPT TO BE DEVELOPED: The needs for chivalry in today's world are much different from those in the time of King Arthur.

BEHAVIORAL OBJECTIVES: The students will write their personal code of honor and put it into poster form.

MATERIALS: Worksheet, a large piece of paper for each student, glue, scissors, and markers. The paper and art supplies will come from teacher's workroom or from classroom supplies.

OUTLINE OF CONTENT:

1. Distribute a Chivalry Poster worksheet to each student.
3. Read the instructions to the class, and answer any questions that they may have.
4. Allow the rest of the class time to work on the assignment.
5. Give the students a due date for the poster.

CHIVALRY POSTER ASSIGNMENT

100 POINTS

The chivalric code of the Arthurian legend was developed to pull England together and uphold Christian ideals. What sort of code of honor is needed in today's very different world, and why? You will be writing a code of honor for today, and then artistically translating that code into a coat of arms to create a poster.

PREWRITING

1. List the main points of a code for today.

DRAFTING

1. Your draft should have two paragraphs. In the first paragraph, explain why a code of honor is needed in today's world.
2. In the second paragraph, explain your code of honor, using ideas from your list. Be sure to end with a concluding sentence.

REVISING

1. Find 1-2 other people to read your draft aloud to and get some feedback about what is good, what might need some work, and suggestions for improving it.
2. Make revisions.

PROOFREADING

1. Form proofreading groups of 3-4 and proofread for CUPS (Capitalization, Understanding, including complete sentences, Punctuation, and Spelling).
2. Make corrections, and write out a final draft in blue or black ink.

DRAWING YOUR COAT OF ARMS

1. On your white paper, draw a shield. On the top of the shield write your first and last name.
2. Divide the shield into as many sections as there are main points in your code. If you are especially creative, you may wish to come up with a single design.
3. Draw a symbol for each point of your code in each section, and color. If you are doing a single design, it should incorporate a symbol for each point of your code.

PUTTING IT TOGETHER

1. Glue your code of honor next to your coat of arms.
2. Give your poster an appropriate title.
3. Stand back, admire your work, and turn it in to be shared with others!

ARTHURIAN LEGENDS

LESSON FOUR

TOPIC OF THE LESSON: Two poems written about Merlin

CONCEPT TO BE DEVELOPED: The two poems presented have different images and descriptions of the character, Merlin.

BEHAVIORAL OBJECTIVES: The students will be able to compare and contrast the two poems.

MATERIALS: Class copies of "Merlin" by Geoffrey Hill, "Merlin" by Edwin Muir, and writing assignment.

OUTLINE OF CONTENT:

1. Remind the students of the role that Merlin played in creating the Arthurian legends by being responsible for the birth of Arthur.

2. Distribute a copy of the poems to each student.

3. Have students arrange themselves and their desks into a large circle to facilitate discussion.

4. Read "Merlin" by Geoffrey Hill to the class.

5. Discuss questions found on list.

6. Read "Merlin" by Edwin Muir to the class.

7. Discuss questions found on list.

8. Discuss similarities and differences between the two poems such as theme and tone.

9. Have the students move their desks back into the original

positions.

10. Assign writing assignment, and state a due date.

11. Give the rest of the class time to work on the writing assignment.

QUESTIONS FOR CLASS DISCUSSION OF "MERLIN" POEMS

"MERLIN" BY GEOFFREY HILL

1. Whom will the speaker consider?
2. What would happen if the dead came together?
3. Who is mentioned in the second stanza?
4. What now stands over their fabled former city?
5. What does "outnumbering dead" mean in line 1?
6. In what ways were the dead "rich seed"?
7. What qualities, both positive and negative possessed by the people named in line 5 "are all gone"?
8. Why do you think the poet made Merlin the speaker of this poem?
9. The poet seems to feel that certain heroic qualities are missing from our time. Do you agree or disagree? Why or why not?

"MERLIN" BY EDWIN MUIR

1. What might the "singer" do?
2. What might the "runner" do?
3. What three things might Merlin's sorcery show?
4. Considering the biblical allusion to Adam, the first man, in line 5, how would you interpret the speaker's first question?
5. What does the phrase "Man's long shadow" signify?
6. What would happen if one could "hang the apple on the tree"?
7. What do the three images in lines 12-14 have in common?

NAME _____ DATE _____

WRITING ASSIGNMENT ON "MERLIN" POEMS

SIXTY POINTS

In one to two pages, compare and contrast the two poems about Merlin. Be sure to include at least three comparisons and three contrasts in a coherent mini-essay. You may also remark on the tone communicated by each speaker.

ARTHURIAN LEGENDS

LESSON FIVE

TOPIC OF THE LESSON: Group projects on "The Adventures of Launcelot"

CONCEPT TO BE DEVELOPED: The story of Lancelot is extremely episodic and in reality tells many different stories.

BEHAVIORAL OBJECTIVES: The students, in groups, will be able to summarize particular episodes of the story for presentation to the class.

MATERIALS: Student copies of "The Adventures of Launcelot" with divisions made for each group.

OUTLINE OF CONTENT:

1. Divide class into eight groups, and have students move their desks in order that all students are sitting in their respective groups.
2. Explain to the class that the "Adventures" are episodic and that there are many different stories told.
3. Assign each group a section of the "Adventures" to read as a group.
4. Assign each group to write a one page summary of the events that happen in their section. Only one page needs to be written per group.

5. With 15-20 minutes left of class, have a spokesperson from each group read the group's summary to the rest of the class. The students will receive 50 points automatically for participating and completion of the project.

STUDENTS'S NAME _____

ASSESSMENT TALLY FOR ARTHURIAN LEGENDS UNIT

ASSIGNMENT	POINTS
1. Marriage Customs	_____/50
2. Chivalry Poster	_____/100
3. "Merlin" poems	_____/60
4. "The Adventures of Launcelot"	_____/50

TOTAL POINTS EARNED:_____/260 POSSIBLE POINTS

UNIT PERCENTAGE

LETTER GRADE

WRITING WORKSHOP

PART ONE

Since writing is not a single process, the students must be given opportunity and guidance in revising and then rewriting using old ideas in assimilation with new connections. The first part of The Writing Workshop is the revision of essays written in the Beowulf and Arthurian Legends unit plans. This section strongly emphasizes the necessity of revision, peer-evaluation, and then more revision.

1. After all of the writing assignments have been graded in both unit plans and returned to the students, have the students pick two writing assignments from each unit (totaling four writing assignments) to revise (excluding group assignments).
2. The next several days should be spent for in-class writing time. This time is for the students to revise previously graded writing assignments with you, the teacher, available for conferencing and assistance.
3. If at all possible, this would be a wonderful opportunity to use a computer lab for students to word-process their essays.
4. After the students have re-written their essays, or after each individual one is re-written, the students should exchange their essays with a peer for a peer evaluation. Each essay

must have a peer evaluation form evaluation form completed by two different students. The peer evaluator forms will count as part of the peer evaluator's project grade.

5. The students, after reading and discussing their Peer Evaluation Forms, will then again revise their four essays. At this point, the essays should be polished and error free.

6. The students should turn in the items listed on the tally for each writing assignment as they complete them.

WRITING WORKSHOP

PART TWO

The following assignment allows students to build on their prior knowledge accumulated through the past units and their lives' experiences and integrate them into essay form. The writing is guided through in-class writing, teacher critique, and peer evaluation. It also stresses the importance of revision to improve writing.

1. For a few minutes, have the students brainstorm silently on their own paper the heroic qualities that either Beowulf or King Arthur have in literature. Follow with a brainstorm session on the qualities what modern heroes must have along with examples of modern heroes.
2. Begin a class discussion with your personal brainstorming lists and ask for student input and additions. Encourage students to add to their own lists while listening to the class discussion.
3. Distribute writing assignment sheet, read it aloud, and then answer any questions.
4. Set due dates for the rough outline and rough draft. Allow students class time to begin working. Gauge how much class time must be spent on in-class writing considering output and

analyzation of previous writing assignments.

5. After first drafts are written, follow the same procedure in Part One of having peer evaluations with another revision following.

6. You should be available at all times to assist students and answer any questions that they may have.

HEROES

100 POINTS

You are to write a two to three page coherent essay on the topic of heroes. By using the brainstorming results that we did in class, first develop a rough outline including sections for heroic qualities of Beowulf and King Arthur. You must sight at least five references to acts or descriptions of heroism in the literature. The next part of the outline should consist of descriptions and examples of modern heroes. A final part should be a comparing and contrasting of modern and ancient heroes. After the outline then rough drafts are complete, develop your first draft. We will then follow the same writing process procedures as in Writing Workshop Part One.

STUDENT'S NAME _____

TITLE OF PAPER _____

ASSESSMENT TALLY FOR REVISED PAPER

ASSIGNMENT	POINTS
1. Original Graded Essay	_____/15
Full points will be awarded if turned in in its entirety.	
2. First Revision	_____/15
3. Peer Evaluation Sheet	_____/15
Credit if evaluated by another student.	
Name of other student: _____	
4. Peer Evaluation Sheet	_____/15
Credit for evaluating another student's paper.	
Name of other student: _____	
5. Final Revision	_____/40

TOTAL POINTS EARNED: ____/100 POSSIBLE POINTS

____ PERCENTAGE

____ LETTER GRADE

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